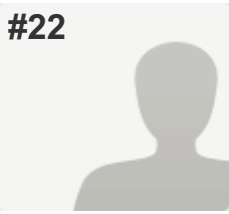


#22

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 09, 2016 4:23:30 PM**Last Modified:** Thursday, June 09, 2016 4:42:52 PM**Time Spent:** 00:19:22**IP Address:** 75.167.234.75

## PAGE 2

<b>Q1: Name of School District:</b>	Davenport Community School District
<b>Q2: Name of Superintendent</b>	Dr Arthur Tate
<b>Q3: Person Completing this Report</b>	Megan Morgan

## PAGE 3

**Q4: 1a. Local TLC Goal**

Attract and retain high quality teachers.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

During the 2013-2014 school year, DCSD's teacher retention rate was approximately 58 percent. Last year's three-year retention rate was 65 percent. During this school year, it increased to 78 percent. We expect this rate to increase in the following years because new teachers are supported by in-building mentors. Additionally, we have worked with Human Resources to create an exit interview that will be given to all exiting teachers. The New Teacher Induction program has been successfully integrated into the TLCS. Also, we have worked to place most student teachers into Model Teacher classrooms. A Lead Support Teacher also serves on the Teacher Recruitment Committee.

**Q7: 2a. Local TLC Goal**

Promote collaboration among teachers.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The role of the Lead Teacher in the Data Team process has increased this year. The Lead Teacher provides professional development during the Alternate Data Team meeting. All teachers and Lead Teachers are assigned to a Data Team. Additionally, 90% of our teachers were assigned a Lead Teacher or Mentor Teacher for support. The majority of the 10% not on a roster were split between several buildings. Next year, we will ensure that every teacher is on a TLCS roster.

In the 2014-2015 school year, the number of TLCS model teacher visits was 126. During the 2015-2016 school year, the number of visits increased to 611. The increase is partially due to the fact that the new teacher induction program was fully integrated into the TLC system this school year. New teacher visits to model teachers accounted for 353 of the visits. Another measure is the 360 annual review. The majority of the questions focused on the collaboration between the teachers. The average peer score was 4.68 out of 5.

**Q10: 3a. Local TLC Goal**

Reward professional competencies with appropriate compensation.

**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

During our second year of implementation, we hired an additional 33 Model Teachers and 14 Technology Integration Model Teachers for the following school year. The numbers of applicants for these positions were 64 and 18, respectively. This year's retention rate was 90 percent, which would be expected because the expectation for the role was more clearly defined than the previous year. We also conducted exit surveys of the TLCS leaving teachers. Fifty-three percent of teachers expressed that the time provided to complete the duties were a major factor for leaving the position. Also, 40 percent said that TLCS duties were a major factor for leaving the position. As a result of concerns, the team clearly laid out expectations for the following year before teachers signed the continuation form.

**Q13: 4a. Local TLC Goal**

Improve student achievement through improved teacher instruction.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Davenport's Iowa Assessment Data is as follows: 4th grade reading in 2015 was 62.9% and in 2016 was 62.3%, representing a decrease of 0.6%. 4th grade math in 2015 was 66.0% and in 2016 was 66.9%. This is an increase of 0.9%. 8th grade reading in 2015 was 61.8% and in 2016 was 63.7%. This is an increase of 1.9%. 8th grade math in 2015 was 61.3% and in 2016 was 60.4%. This is a decrease of 0.9%. 11th grade reading in 2015 was 70.0% and in 2016 was 64.4%. This is a decrease of 5.6%. 11th grade math in 2015 was 73.4% and in 2016 was 70.5%. This is a decrease of 2.9%. FAST data is as follows: 2nd grade CBM composite was 65% proficient in the Spring marking an increase of 14% from the fall CBM. In most grade levels an increase from the Fall aMath to the Spring aMath was seen.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

## Impact of TLC Plan - 2015-2016

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a. Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Our data collection suggests that teachers want more resources and support. We will continue the work of ensuring that the NIET rubric is incorporated in district initiatives. During the next school year, teachers will focus on understanding and implementing the three indicators of Lesson Structure and Pacing, Teacher Knowledge of Students and Academic Feedback. We also saw a need for an expansion in our support for technology integration and we will expand our support to the elementary schools the next school year.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Our model teacher videos have been a huge leverage point this year. Lead teachers have used videos during alternate data teams. Career teachers from other buildings have reached out to model teachers to request resources. One of our principals wrote this to one of our model teachers: "I want to thank you for the video you posted with your lesson as a model teacher. We used it at Wood as a part of our professional development during our Wednesday time in our Boystown journey. My staff watched you teach and used the fidelity checklist to note the praise, preventative prompts, corrective prompts, and planned teaching you did. We also noted your daily learning objective and specific Boystown skill you highlighted. You tied in PBIS beautifully with your DOJO point system. My staff benefitted from the discussion we had around these points and seeing you in action. You got it all in....in a 7 minute clip. This is evident in that using DCSD teacher video is becoming more a practice."

Literacy coaches as well as our lead teachers supported the elementary teachers as they implemented the station rotation model using Lexia and MyOn during small-group reading time. Literacy coaches received specific training in how to support teachers as they develop a station rotation. Several teachers commented in the review that either the Lead Teacher or the Literacy coach helped them improve their instruction during this time. Another teacher commented that student achievement has increased because of the work of the teacher leaders.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.